South Dakota
Alternate Academic Content and Achievement Standards

Writing Standards

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Board Approved
November 19, 2007

Special Education Programs
Mission Statement

Special Education Programs located in the South Dakota Department of Education advocates for the availability of the full range of personnel, programming, and placement options, including early intervention and transition services, required to assure that all individuals with disabilities are able to achieve maximum independence upon exiting from school.

WRITING KINDERGARTEN

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate the following knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

Indicator 1: Students can apply the writing process to compose text.

General Education Standard:
K.W.1.1. (Application) Students can draw a picture and write a simple sentence about the picture.
Alternate Content Standard:
K.A.W.1.1. (Knowledge) Students can trace a simple object, line, shape or letter.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Trace a simple object/shape and trace the label.	• Trace dotted letters of the label.
Applying: Trace a simple object, line, shape or letter.	• Trace dotted line, object, or shape • Handwriting Without Tears.
Developing: Utilize a writing utensil to make marks.	• Utilize adapted writing instrument. (Styrofoam ball on pencil, insulator foam around instrument, clay)
Introducing: Grasp a writing utensil.	• Grasp writing objects. (Styrofoam ball on pencil, insulator foam around instrument, clay)

Indicator 2: Students can apply Standard English conventions in their writing.

General Education Standard:
K.W.2.1. (Application) Students can write a simple sentence using a capital letter and phonetic spelling.
Alternate Content Standard:
K.A.W.2.1. (Knowledge) Students can match a capital letter at the beginning of a simple sentence.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compose a capital letter at the beginning of a simple sentence.	• Stamp or type a correct letter.
Applying: Match a capital letter at the beginning of a simple sentence.	• Choose between upper and lower case letters to determine which one is correct. • Match upper and lower case letters.
Developing: Trace a capital letter at the beginning of a simple sentence.	• Trace in various mediums uppercase letters. • Role play capital letters. (YMCA)
Introducing: Attend/respond to a capital letter at the beginning of a simple sentence.	• Participate in capital letter activities.

General Education Standard:
K.W.2.2. (Application) Students can write the letters that match sounds in words.
Alternate Content Standard:
K.A.W.2.2. (Knowledge) Students can trace a letter with a writing utensil when presented with a model of the letter and its corresponding sound.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compose a letter when presented with a model of the letter and its corresponding sound.	• Hold a letter card "B" and say /b/ while the student writes a B.
Applying: Trace a letter with a writing utensil when presented with a model of the letter and its corresponding sound.	• Use a writing utensil to trace a dotted representation of a letter.
Developing: Trace a letter with finger or object when presented with a model of the letter and its corresponding sound.	• Use finger to trace models of letters. (Handwriting Without Tears, sand, masking tape)
Introducing: Trace a letter with finger or object when presented with a model of the letter and its corresponding sound with assistance.	• Hand-over-hand.

General Education Standard:
K.W.2.3. (Application) Students can write upper- and lower-case letters.

Alternate Content Standard:
K.A.W.2.3. (Knowledge) Students can compose 5-10 uppercase letters of the alphabet.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compose 13 uppercase letters of the alphabet with a model.	• Show letters of the alphabet and the student transcribes them in various mediums.
Applying: Compose 5-10 uppercase letters of the alphabet with a model.	• Show letters of the alphabet and the student transcribes them in various mediums. • Transcribe name with a model.
Developing: Trace the uppercase letters of the alphabet.	• Use a template.
Introducing: Respond and attend to representations of letters in the alphabet.	• Locates or gazes at letter cards. • IntelliTools.

WRITING GRADE 1

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate the following knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

Indicator 1: Students can apply the writing process to compose text.

General Education Standard:
1.W.1.1. (Application) Students can illustrate and write text to express thoughts and ideas. **Alternate Content Standard:** **1.A.W.1.1. (Knowledge) Students can trace a simple object/shape and trace the label.**

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Create an approximation of a simple object/shape.	• Drawing begins to resemble an object.
Applying: Trace a simple object/shape and trace the label.	• Trace a shape or object and label with a template. • Complete a dot-to-dot.
Developing: Trace a simple object, line, shape or letter.	• Trace lines. (horizontal, vertical, diagonal, curved…) • Trace a circle, square, triangle. • Use various mediums. (wet sponge on chalkboard, crayon, marker, chalk…)
Introducing: Manipulate a writing utensil with assistance.	• With an adaptive device manipulate writing utensil. (Paint program, KidPix, IntelliTools)

General Education Standard:
1.W.1.2. (Application) Students can include details in pictures and writing.

Alternate Content Standard:
1.A.W.1.2. (Application) Students can complete a one-dimensional representation of a simple object by adding missing features.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Create a one-dimensional representation.	• Draw a face and include eyes, nose, mouth.
Applying: Complete a one-dimensional representation of a simple object by adding missing features.	• Given a picture of a car's body, the student draws the wheels on the car.
Developing: Complete a representation using various art mediums.	• Given a template, students will add details. (wiggly eyes, foam nose, licorice mouth, button eyes…) • Mr. Potato Head.
Introducing: Participate in making a representation of a simple object with assistance.	• Use a computer program to add details to a picture. (Paint program, KidPix, IntelliTools) • Stamps.

Indicator 2: Students can apply Standard English conventions in their writing.

General Education Standard:
1.W.2.1. (Application) Students can write complete sentences using capital letters and periods.

Alternate Content Standard:
1.A.W.2.1. (Knowledge) Students can trace a capital letter at the beginning of a simple sentence and a period at the end of the sentence.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compose a capital letter at the beginning of a simple sentence and a period at the end of the sentence.	• _he cat is red_ (Compose a T and a .)
Applying: Trace a capital letter at the beginning of a simple sentence and a period at the end of the sentence.	• _he dog ran_ (Trace in a T and a .) • Use stamps, tiles…
Developing: Recognize a capital letter at the beginning of a simple sentence and a period at the end of the sentence.	• Trace the first letter and the period in a sentence with a highlighter, crayon or marker. • Sky write a capital letter.
Introducing: Attend/respond to a capital	• Gaze at the capital letter and periods.

letter at the beginning of a simple sentence and a period at the end of the sentence.	

General Education Standard:
1.W.2.2. (Application) Students can correctly spell three- and four-letter words and high-frequency words.

Alternate Content Standard:
1.A.W.2.2. (Application) Students can compose a letter that matches a given sound/representation.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Construct an inventive spelling of a simple word.	• Apl for apple.
Applying: Compose a letter that matches a given sound/representation.	• Construct a B when given /b/.
Developing: Trace a three or four letter word.	• Given a template traces with various mediums.
Introducing: Attend/respond to representations/labels of three and four letter words.	• Gaze at a three letter word with a corresponding picture.

General Education Standard:
1.W.2.3. (Application) Students can write legibly and space words within a sentence.

Alternate Content Standard:
1.A.W.2.3. (Application) Students can compose the uppercase letters of the alphabet with the proper formation.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compose the upper and lower case letters of the alphabet with the proper formation.	• Top to bottom, left to right. • Handwriting Without Tears.
Applying: Compose the uppercase letters of the alphabet with the proper formation.	• Top to bottom, left to right. • Handwriting Without Tears.
Developing: Trace representations of uppercase letters of the alphabet.	• Walk masking taped letters on the floor. • Use chalk, crayon, markers, finger paints…
Introducing: Attend/respond to representations of uppercase letters of the alphabet.	• Hand-over-hand letters with various mediums.

WRITING GRADE 2

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate the following knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

Indicator 1: Students can apply the writing process to compose text.

General Education Standard:
2.W.1.1. (Synthesis) Students can write three related sentences.
Alternate Content Standard:
2.A.W.1.1. (Knowledge) Students can label a picture with a written approximation.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compose a simple descriptive phrase about a familiar object.	• Red apple. • Blue wagon.
Applying: Label a picture with a written approximation.	• When shown a picture of an apple, the student labels it apl. • IntelliTools.
Developing: Trace a label of a given object/shape.	• Use multiple types of medium to trace a template of a label under a given object.
Introducing: Demonstrate simple writing movements.	• Scribble on paper/medium. • Paint program to color picture. • Move a mouse back and forth.

General Education Standard:
2.W.1.2. (Application) Students can write a friendly letter.
Alternate Content Standard:
2.A.W.1.2. (Application) Students can sequence the letters of their name.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compose their name.	• Write name with various types of medium. • Type name.
Applying: Sequence the letters of their name.	• Given the letters in their name, student will sequence the letters to spell their name and then trace the letters. • Order tiles, stamps…
Developing: Compose name using template.	• Trace dotted template of letters. • Trace stencil of name.
Introducing: Recognize a representation of their name.	• Gaze at card with name on it. • Attend to a picture of self.

General Education Standard:
2.W.1.3. (Application) Students can write questions and statements.
Alternate Content Standard:
2. A.W.1.3. (Knowledge) Students can trace a simple statement.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compose an approximation of a simple statement.	• Given a model of a sentence (Cat runs.) the student will try to replicate the sentence. (ctrns)
Applying: Trace a simple statement.	• Trace a sentence strip.
Developing: Trace a word to complete a statement.	• I see a dog. (Trace the highlighted or dotted word.)
Introducing: Use an adaptive device to create a programmed statement.	• Activate programmed switch to communicate. • Push computer keys to make unintelligible words.

Indicator 2: Students can apply Standard English conventions in their writing.

General Education Standard:
2.W.2.1. (Application) Students can use periods and question marks in writing and commas in the greeting and closing of a friendly letter.

Alternate Content Standard:
2.A.W.2.1. (Comprehension)   Students can insert a capital letter at the beginning of simple sentences and an ending punctuation mark at the end of the sentences (period or question mark) when presented with a friendly letter.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compose a capital letter at the beginning of simple sentences, an ending punctuation mark at the end of the sentences (period or question mark), and a comma after the greeting and closing when presented with a friendly letter.	• _s the cat is red_ (Compose a I and a ?) • Dear Janet_ (Add a ,)

Applying: Insert a capital letter at the beginning of simple sentences and an ending punctuation mark at the end of the sentences (period or question mark) when presented with a friendly letter.	• Dear Beth,
	    __ould you like to meet us by the lake__
	    __e will be there by noon __ (Insert a W, ?, W, and .)
	• Stamps, letter tiles…

Developing: Trace a capital letter at the beginning of simple sentences and an ending punctuation mark at the end of the sentences (period or question mark) when presented with a friendly letter.	• Trace the first letter and the periods or question marks in each sentence in a given friendly letter. • Highlighter, crayon or marker
Introducing: Attend/respond to capital letters at the beginning of simple sentences and an ending punctuation mark at the end of the sentences (period or question mark) when presented with a friendly letter.	• With hand-over-hand assistance, trace the first letter and the periods or question marks in each sentence in a given friendly letter.

General Education Standard:
2.W.2.2. (Application) Students can capitalize proper names, days of the week, and months of the year when writing.

Alternate Content Standard:
2.A.W.2.2. (Application) Students can compose their name with a capital letter.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Identify that names of people begin with a capital letter.	• Lois, Heather, Stephanie, Ryan, Colton, Dylan…
Applying: Compose their name with a capital letter.	• tammy = Tammy
Developing: Trace a model of their name with correct placement of capital and lowercase letters.	• Given a template, student will trace their name with a capital letter at the beginning followed by lowercase letters.

Introducing: Produce a representation of their name.	• Use a stamp or switch to produce their name on paper.

General Education Standard:
2.W.2.3. (Application) Students can spell high-frequency words as well as words with phonetic elements.

Alternate Content Standard:
2.A.W.2.3. (Application) Students can construct an inventive spelling of a simple word.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compose three or four letter words phonetically and with proper formation.	• bol = ball • kat = cat • jim = gym
Applying: Construct an inventive spelling of a simple word.	• kt = cat • o = go
Developing: Compose a letter for a given sound/representation.	• Given /f/ sound compose f or F.
Introducing: Attend/respond to a written word paired with a representation.	• Locates and gazes at a picture card with a label on it.

General Education Standard:
2.W.2.4. (Application) Students can form letters accurately, and space words and sentences correctly.

Alternate Content Standard:
2.A.W.2.4. (Application) Students can compose the uppercase and lowercase letters of the alphabet with the proper formation.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Demonstrate correct spacing between letters and words in simple sentences.	• I can go. not Icango. or I can go . • Use a popsicle stick or spacer to space between the words.
Applying: Compose the uppercase and lowercase letters of the alphabet with the proper formation.	• A a B b C c D d … • Top to bottom. • Left to right.
Developing: Trace a representation of upper and lower case letters of the alphabet.	• Use a variety of mediums to trace given letters. • Handwriting Without Tears.
Introducing: Attend/respond to a representations of upper and lowercase letters.	• Locates and gazes at representations of upper and lower case letters.

WRITING GRADE 3

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate the following knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

Indicator 1: Students can apply the writing process to compose text.

General Education Standard:
3.W.1.1. (Knowledge) Students can compose statements, questions, commands, and exclamations.

Alternate Content Standard:
3.A.W.1.1. (Knowledge) Students can compose a statement.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compose a statement and a question.	- Recognize difference between statement and question. - Identify correct punctuation for a statement and question. - Compose a statement using a simple subject and predicate using correct capitalization and punctuation. - Compose a question using a simple subject and predicate using correct capitalization and punctuation. *assistive technology, dictate to adult, use representations, etc.*

Applying: Compose a statement.	• Recognize difference between phrases and sentences.
	  Example: Given two representations, choose the sentence.
	• Capitalize first word of a statement and use a period at the end.
	• Compose a statement using a simple subject and predicate.
	  Example: The dog ran.
	• Locate a statement, question, and exclamation sentence in text.
	assistive technology, dictate to adult, use representations, etc.

Developing: Match statements and questions.	• Match ending punctuation with the name of the type of sentence.
Introducing: Attend to presentation on the difference between a statement and a question.	• Activities relating to characteristics of statements, questions, and exclamations. **Example:** Use vocabulary such as "a telling sentence is a statement."

General Education Standard:
3.W.1.2. (Application) Students can identify a topic sentence, supporting details, and a conclusion in a paragraph.

Alternate Content Standard:
3.A.W.1.2. (Knowledge) Students can identify a topic sentence in a paragraph.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Identify a topic sentence and one detail in a paragraph.	• Highlight topic sentence in one color and detail sentence in another color. • Choose correct detail to go with a topic sentence/representation. **Example:** Picture of a bear; Bears live in North America. *or* The bear is brown.
Applying: Identify a topic sentence in a paragraph.	• Highlight the topic sentence in a paragraph with guidance. • Choose correct topic sentence for representation/paragraph. **Example:** Picture of a child getting on a bus. John is sick. *or* John is going to school.
Developing: Match a topic sentence to a representation.	• Match a topic sentence to a paragraph of no more than three sentences. • Match a topic sentence to a representation.
Introducing: Attend/respond to presentation on a topic sentence.	• Engage in activities about topic sentences.

General Education Standard: 3.W.1.3. (Application) Students can compose a paragraph using supporting details.
Alternate Content Standard: 3.A.W.1.3. (Knowledge) Students can match a supporting detail when provided with a topic sentence.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compose a supporting details when provided with a topic sentence.	• Use list to create supporting detail sentences. • Compose a supporting detail sentences about a topic with guidance. • Use graphic organizers with guidance.
Applying: Match a supporting detail when provided with a topic sentence.	• Match lists of detail words. • Brainstorm detail sentences about a topic. • Use graphic organizers with guidance.
Developing: Match a simple sentence.	• Match a simple sentence with assistance. **Example:** Use assistive devices, dictate to adults or peers, use representations
Introducing: Attend/respond to presentation on simple sentences.	• Engage in activities on simple sentences.

General Education Standard: 3.W.1.4. (Application) Students can compose a friendly letter, thank-you notes, and invitations.
Alternate Content Standard: 3.A.W.1.4. (Knowledge) Students can copy a thank-you note.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compose a one line thank-you note.	• Copy a one-line thank-you note. **Example:** Thank you for a birthday present.
Applying: Copy a thank-you note.	• Dictate a note to an adult or peer. • Using a model, copy a thank-you note.
Developing: Fill in a blank on a thank-you note.	• Illustrate a thank-you note. • Dictate a word or words to fill in a thank-you note. • Using a model, complete a thank-you note.
Introducing: Attend/respond to presentation on thank-you note.	• Engage in activities regarding purpose of a thank-you note.

Indicator 2: Students can apply Standard English conventions in their writing.

General Education Standard: **3.W.2.1. (Knowledge) Students can capitalize geographical names, holidays, special events, titles of books and stories, and titles of people.** **Alternate Content Standard:** **3.A.W.2.1. (Knowledge) Students can capitalize the first letter of names.**	

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Capitalize the first letter of names and titles of people.	• Copy the names and titles of people using a capital letter.
Applying: Capitalize the first letter of names.	• Trace capital letters. • Use manipulatives to create model of capital letters. **Example:** cereal, macaroni, sand, play dough, etc. • Copy names using a capital letter.
Developing: Identify the capital letters in first/last names.	• Point • Highlight • Switches • Tactile manipulatives
Introducing: Engage in activities with capital letters.	• Flashcards • Interactive games • Video • Tactile manipulation

General Education Standard: **3.W.2.2. (Application) Students can use commas when writing dates, city and state, and items in a series.** **Alternate Content Standard:** **3.A.W.2.2. (Knowledge) Students can identify commas in dates and between city and state.**	

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compose commas in dates, cities and states.	• Insert commas in dates and between city and state with a model. • Copy current date, birth date, city and state with commas.
Applying: Identify commas in dates and between city and state.	• Locate commas in dates and between city and state in text. • Transcribe commas in dates and between city and state with assistance.

Developing: Identify a comma.	• Choose the comma from a group of representations. • Tactile manipulatives. • Locate commas in text with assistance.
Introducing: Attend/respond to presentation on commas.	• Engage in activities on commas. **Example:** Dramatization of pausing, tactile representation.

General Education Standard:
3.W.2.3. (Application) Students can compose in manuscript and/or cursive with proper spacing of words and sentences.

Alternate Content Standard:
3.A.W.2.3. (Application) Students can compose their name with proper spacing.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compose a simple sentence with proper spacing.	• Trace a sentence with proper spacing. • Copy a sentence with proper spacing from a model. • Compose a simple sentence.
Applying: Compose their name with proper spacing.	• Trace their name. • Compose their name with proper spacing. **Examples:** sand, rice, shaving cream, pudding, on paper
Developing: Identify their name written with correct spacing.	• Match samples of name written with correct spacing **Examples:** Highlight, point to, hit a switch • Select their name from a group of representations.
Introducing: Attend/respond to their written name.	• Hit a switch in response to name. • Tactile responses. • Eye gaze.

General Education Standard:
3.W.2.4. (Application) Students can identify and incorporate interjections in the writing process.

Alternate Content Standard:
3.A.W.2.4. (Knowledge) Students can identify interjections.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills

Advancing: Compose a simple sentence with interjections.	• Trace a sentence with interjections. • Copy a sentence with interjections from a model. • Compose an interjection in a simple sentence.
Applying: Identify interjections.	• Match samples of interjections. **Examples:** highlight, point to, hit a switch • Select the interjection from a group of representations.
Developing: Imitate an emotion.	• Model voice inflection. **Example:** Teacher uses inflection and student echoes it. • Dramatization using representation **Example:** Using representation, student will imitate emotion such as a happy face "Hooray!"
Introducing: Attend/respond to activities on emotion.	• Hit a switch in response to interjection. • Respond to model of voice inflection. • Tactile responses. • Eye gaze.

WRITING GRADE 4

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate the following knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

Indicator 1: Students can apply the writing process to compose text.

General Education Standard:
4.W.1.1. (Synthesis) Students can express ideas, personal thoughts, and observations in response to literature.
Alternate Content Standard:
4.A.W.1.1. (Application) Students can express personal thoughts in response to literature.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Express ideas in response to literature.	• Journal with assistance. • Graphic organizer. • Compose summary.
Applying: Express personal thoughts in response to literature.	• Graphic organizer with assistance. • Representations. • Illustration such as rebus. • Dictate/compose a text to self connection.
Developing: Express a personal thought on a familiar subject.	• Representations. • Illustration such as rebus. • Dictate thought.
Introducing: Attend/respond to literature.	• Facial expressions or body language. • Eye gaze. • Hit switch.

General Education Standard:
4.W.1.2. (Synthesis) Students can create sentences using words that describe, explain, or provide additional details and connections.

Alternate Content Standard:
4.A.W.1.2. (Application) Students can create a list of descriptive words related to a presented picture or representation of a topic.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compose a sentence with descriptive words.	- Recognize that a word that describes a noun is an adjective. - Brainstorm a list of descriptive words. - Use thesaurus/technology to add description to sentence. - Compose a sentence with descriptive words.
Applying: Create a list of descriptive words related to a presented picture or representation of a topic.	- Replace descriptive word with a synonym. - Brainstorm a list of descriptive words. - Use thesaurus with assistance.
Developing: Choose a descriptive word from a list of words.	- Match a descriptive word to representation. - Highlight a descriptive word in a sentence. - Choose a word to describe a representation. - Choose a representation to match a descriptive word.
Introducing: Attend/respond to representations of descriptive words.	- Word wall. - Tactile/sensory input. **Examples:** hot and cold, wet and dry, rough and smooth, sweet and sour

General Education Standard:
4.W.1.3. (Synthesis) Students can compose a paragraph with a topic sentence, supporting details, and a conclusion.

Alternate Content Standard:
 4.A.W.1.3. (Application) Students can compose a topic sentence when given supporting details.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Produce a topic sentence and one supporting detail.	- Given a prompt, compose a topic sentence and one supporting detail, with guidance. - Use graphic organizers with guidance.

Applying: Compose a topic sentence when given supporting details.	• Identify a topic sentence. • Brainstorm a topic sentence. • Use graphic organizers, with guidance.
Developing: Match a topic sentence and a supporting detail.	• Match a supporting detail to a topic sentence. • Sort a supporting detail under correct topic sentence.
Introducing: Attend/respond to presentation on topic sentence and supporting details.	• Engage in activities about topic sentences and supporting details.

Indicator 2: Students can apply Standard English conventions in their writing.

General Education Standard:
4.W.2.1. (Application) Students can capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.

Alternate Content Standard:
4.A.W.2.1. (Application) Students can capitalize published titles.

Alternate Content Standards Grade Level Achievement Descriptors	**Target Skills**
Advancing: Capitalize published titles and personal titles.	• Identify personal titles. (Mr. Mrs….) • Use capitalization of published titles and personal titles in their own writing, with assistance.
Applying: Capitalize published titles.	• Identify published titles. **Examples:** magazines, newspapers, books • Copy published titles.
Developing: Match capitalized published titles.	• Match representations with correct capitalized title. **Example:** Given two samples of published titles (*Gone with the Wind or gone with the wind*) • Match the correct title to a representation/book.
Introducing: Participate in activities involving capitalization.	• Attending to representations of capitalization. • Tactile.

General Education Standard:
4.W.2.2. (Application) Students can identify and incorporate nouns in the writing process.

Alternate Content Standard:
 4.A.W.2.2. (Knowledge) Students can identify a noun.

Alternate Content Standards Grade	**Target Skills**

Level Achievement Descriptors	
Advancing: Use a noun in their writing.	• Develop a simple sentence with a noun.
Applying: Identify a noun.	• Given a sentence (written or picture), student will identify the noun.
Developing: Match/sort nouns.	• Match/sort a list of nouns. (words/pictures)
Introducing: Participate in noun activities.	• Find an object in the room that could be a noun.

WRITING GRADE 5

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate the following knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

Indicator 1: Students can apply the writing process to compose text.

General Education Standard:
5.W.1.1. (Application) Students can compose narrative and descriptive text of one paragraph.
Alternate Content Standard:
5.A.W.1.1. (Application) Students can compose descriptive or narrative text of two sentences.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compose descriptive or narrative text of three or more sentences.	- Use graphic device to organize ideas. - Choose describing words. - Sequence sentences with transition words. - Use writing process. (brainstorm, draft, edit/revise, final draft)
Applying: Compose descriptive or narrative text of two sentences.	- Use graphic device to organize ideas. - Choose describing words from a list or word bank. - Sequence sentences. - Use writing process. (brainstorm, draft, edit/revise, final draft)
Developing: Match a descriptive phrase or sentence.	Use picture representations to match a sentence or phrase.

	• Use assistive technology to compose a sentence or phrase.
	• Match a sentence following a teacher model.
	• Imitate descriptive words when modeled.
Introducing: Attend/respond to descriptive phrases/words.	• Attend/respond to picture representations/ assistive technology of descriptive words or phrases.

General Education Standard:
5.W.1.2. (Synthesis) Students can express ideas; reflect on personal thoughts, opinions, and observations; and respond to literature through writing.

Alternate Content Standard:
5.A.W.1.2. (Application) Students can express thoughts and ideas through writing.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Express thoughts, ideas and observations through writing.	• Maintain a daily journal using two to three sentences.
	• Responds to literature (story, newspaper, poem) through writing (dictating assistive technology, picture representation)
Applying: Express thoughts and ideas through writing.	• Maintain a daily journal using one to two sentences following teacher prompt.
	• Respond to literature (story newspaper, or poem) through writing when given teacher prompts.
Developing: List ideas.	• Maintain a daily journal with teacher assistance.
	• Responds to literature (story, newspaper, or poem) through writing using picture/representations with teacher prompts.
Introducing: Attend/respond to written thoughts.	• Attend/respond to a daily journal.
	• Attend/respond to literature. (story, newspaper, or poem)

Indicator 2: Students can apply Standard English conventions in their writing.

General Education Standard:
5.W.2.1. (Application) Students can punctuate and capitalize text including dialogue.

Alternate Content Standard:
5.A.W.2.1. (Comprehension) Students can differentiate between correct and incorrect capitalization and end punctuation.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Utilize correct capitalization and punctuation conventions.	• Utilize correct capitalization conventions. (I, proper nouns and adjectives) • Utilize correct punctuation conventions. (commas in a series and end punctuation)
Applying: Differentiate between correct and incorrect capitalization and end punctuation.	• Punctuate and capitalize text. (sentence beginning and end punctuation) • Sort correct and incorrect sentences. • Select correct capital letter and end punctuation to complete a task.
Developing: Recognize capital letters and end punctuation.	• Highlight capital letter and end mark. • Select between upper and lower case letters to begin given sentence. • Sort capital letters from punctuation. • Match capital letters to capital letters. • Match punctuation to punctuation.
Introducing: Attend/responds to capital letters and end punctuation.	• Attend/respond to capital letters at the beginning of a sentence. • Attend/respond to end punctuation.

General Education Standard:
5.W.2.2. (Synthesis) Students can identify and incorporate verbs in the writing process.

Alternate Content Standard:
5.A.W.2.2. (Knowledge) Students can identify action verbs in a sentence.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Utilize an action verb in a sentence.	• Utilize action verbs in writing. • Choose best action verb to match an illustration.
Applying: Identify action verbs in a sentence.	• Choose an action verb from a word bank to complete a sentence. • State or list action verbs that describe personal experience. (I ate breakfast. I played.)
Developing: Recognize action verbs in a sentence.	• Highlight the action verb in the sentence. • Match action verbs to picture/representation.
Introducing: Attend/respond to an action verb in a sentence.	• Attend/respond to action verbs.

WRITING GRADE 6

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate the following knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

Indicator 1: Students can apply the writing process to compose text.

General Education Standard:
6.W.1.1. (Synthesis) Students can compose narrative and descriptive text of three paragraphs.
Alternate Content Standard:
6.A.W.1.1. (Application) Students can compose a narrative or descriptive sentence.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compose narrative or descriptive text of one paragraph.	• Use writing process. (brainstorm, draft, edit/revise, final draft) • Use graphic device to organize ideas. • Choose describing words. • Use chronological/spatial order to organize sentences.
Applying: Compose a narrative or descriptive sentence.	• Use writing process. (brainstorm, draft, edit/revise, final draft) • Use graphic device to organize ideas. • Choose describing words from a list or word bank. • Organize sentences that include transitional words. (first, then, next)
Developing: Match a narrative phrase or	• Match picture representations to compose a

	sentence or phrase.
sentence.	• Use assistive technology to compose a sentence or phrase.
	• Match a sentence to a teacher model.
	• Imitate narrative words when modeled. (I went to the zoo. I went to the Sioux Falls zoo.)
Introducing: Attend/respond to narrative or descriptive text.	• Attend/respond to picture representations/ assistive technology of narrative or descriptive text.

General Education Standard:
6.W.1.2. (Evaluation) Students can revise the organization in narrative and descriptive writing.

Alternate Content Standard:
6.A.W.1.2. (Knowledge) Students can identify descriptive/narrative writing for two or more sentences.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Edit descriptive/narrative writing of two or more sentences.	• Use writing process. (brainstorm, draft, edit/revise, final draft) • Sequence sentences with transition words. • Edit sentences for capital letters and end punctuation. • Edit to match supporting details with main idea.
Applying: Identify descriptive/narrative writing for two or more sentences.	• Use writing process. (brainstorm, draft, edit/revise, final draft) • Highlight descriptive words in two or more sentences. • Add descriptive words to a narrative when given a list.
Developing: Identify descriptive/narrative writing in one sentence.	• Highlight descriptive words in one sentence. • Match a descriptive or narrative word to picture representations.
Introducing: Attend/respond to writing with picture symbols.	• Attend/responds to descriptive or narrative writing with picture representation or assistive technology.

General Education Standard:
6.W.1.3. (Application) Students can identify purpose and audience in writing.

6.A.W.1.3. (Knowledge) Students can identify purpose in writing.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Identify purpose and audience in writing.	• Distinguish between formal and informal writing. (letter to the editor, text messaging) • Match word choice to audience.
Applying: Identify purpose in writing.	• Match word choice to audience from a list. • Expand a sentence using descriptive words. • Sort descriptive sentences from non-descriptive sentences. (The kitten is small. The tiny gray kitten is very small.) • Use a name stamp independently.
Developing: Match purpose to text/representation.	• Match the correct greeting card phrase to the correct greeting card picture representation. (Christmas, Valentine's Day, birthday) • Match pictures of emotions to words. • Use name stamp to sign name with prompts.
Introducing: Attend/respond to purpose in writing.	• Attend/respond to emotion words using picture representation. • Use name stamp to sign name with hand over hand assistance.

General Education Standard:
6.W.1.4. (Application) Students can summarize information from references to compose text.

Alternate Content Standard:
6.A.W.1.4. (Comprehension) Students can restate information from a reference source.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Utilize information from a reference source.	• Complete a graphic organizer using a reference source. • Categorize information. (dates, people, places)
Applying: Restate information from a reference source.	• Complete a graphic organizer using a list of words. • Sort list of information. (dates, people, places) • Restate information when given a teacher prompt.
Developing: Recognize information from a reference source.	• Complete a graphic organizer using a picture representation.

	• Match information to category using picture representation. (dates, people, places)
	• Select by matching pictures or words.
Introducing: Attend/respond to information in a reference source.	• Attend/respond to a graphic organizer using picture representation.
	• Attend/respond to categories using picture representations. (dates, people, places)

Indicator 2: Students can apply Standard English conventions in their writing.

General Education Standard:
6.W.2.1. (Application) Students can edit text for subject-verb agreement.

Alternate Content Standard:
6.A.W.2.1. (Knowledge) Students can identify correct subject-verb agreement in a sentence.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Utilize correct subject-verb agreement in two or more sentences.	• Use technology to edit for subject-verb agreement in two or more sentences. • Compose two or more sentences with correct subject-verb agreement.
Applying: Identify correct subject-verb agreement in a sentence.	• Use technology/teacher voice to indicate subject-verb agreement one sentence. • Match given subject with correct verb in a sentence. • Compose one sentence with correct subject-verb agreement.
Developing: Match subject-verb agreement in a phrase/sentence.	• Match given subject with correct verb in a phrase/sentence using picture representations. • Use assistive technology repeat correct subject-verb agreement.
Introducing: Attend/respond to subject-verb agreement in a sentence.	• Activate switch with prerecorded correct subject-verb agreement.

General Education Standard:
6. W.2.2. (Application) Students can identify and incorporate pronouns in the writing process.

Alternate Content Standard:
6. A.W.2.2. (Knowledge) Students can identify pronouns in a sentence.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills

Advancing: Utilize pronouns in two or more sentences.	• Replace a noun with a pronoun in two or more sentences. (John=I or he) • List pronouns. (I, they, he, she, we)
Applying: Identify pronouns in a sentence.	• List three pronouns. (I, he, she) • Choose an appropriate pronoun from a list to replace a noun in a given sentence.
Developing: Match pronoun in a sentence.	• Match pronouns to picture representation. • When given word cards can match pronouns.
Introducing: Attend/respond to pronouns in a sentence.	• Attend/respond to picture representations of pronouns.

WRITING GRADE 7

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate the following knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

Indicator 1: Students can apply the writing process to compose text.

General Education Standard:
7.W.1.1. (Synthesis) Students can compose expository and persuasive text of three paragraphs.

Alternate Content Standard:
 7.A.W.1.1. (Application) Students can compose expository and persuasive text.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compose an expository and persuasive paragraph.	- Why their school is the best. - Why they deserve a raise in allowance. - How to make the school better.
Applying: Compose expository and persuasive text.	- Lists reasons why… - List of things they would like to see changed. - Finish the following sentence: I like ___ because ___... - I think ___ is wrong because…
Developing: Recognize expository and persuasive text.	- Compose about a hobby, family, their day, interests. - Match expository text to expository text and persuasive text to persuasive text.
Introducing: Attend/respond to expository and persuasive text.	Follow along with text as it is being read. (finger, eye movement)

	• Choose a topic from a list of items. (sound board, speech board, switch, story board, point)

General Education Standard:
7.W.1.2. (Evaluation) Students can revise word choice in writing.

Alternate Content Standard:
7.A.W.1.2. (Application) Students can determine word choice in writing.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Use word choice in writing.	• Given a paragraph of highlighted words, students replace weak words with more precise words. • (cat or Siamese) • (race or Iditarod) • Brainstorm a word list with assistance.
Applying: Determine word choice in writing.	• Right-click on word to access thesaurus. • From a teacher-generated list of synonyms, students choose the best word.
Developing: Recognize word choice in expository writing.	• Point to/highlight the words that support the message. • Choose the best word to complete the sentence about the Iditarod: The fastest dog team won the _____. (race, Iditarod)
Introducing: Attend/respond to word choice in expository writing.	• Follow along as text as being read. • Respond to words that create personal feelings.

General Education Standard:
7.W.1.3. (Evaluation) Students can select language and style for writing.

Alternate Content Standard:
7.A.W.1.3. (Application) Students can choose language and style for writing.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Imitate language and style for writing.	• Compose a sentence about what would happen if Tom Sawyer and Harry Potter met.
Applying: Choose language and style for writing.	• Choose own words to describe Tom Sawyer and Harry Potter.
Developing: Recognize language and style for writing.	• Match descriptions of Tom Sawyer and Harry Potter from the text.

Introducing: Attend/respond to language and style for writing.	• Listen to a portion of text from Twain and Rowlings for character description.

General Education Standard:
7.W.1.4. (Synthesis) Students can summarize and paraphrase information from references to compose text.

Alternate Content Standard:
7.A.W.1.4. (Application) Students can summarize information from one reference to compose text.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Summarize information from two or more references to compose text.	• Choose two facts from 2 different sources to compose a text. • Highlight important facts from reference texts.
Applying: Summarize information from one reference to compose text.	• Choose three facts to put in report. • Highlight important facts from reference texts.
Developing: Select information from references to compose text.	• Choose three facts to put in report. • Highlight important facts in a reference text.
Introducing: Attend/respond to information from references.	• Listen to newspaper article, encyclopedia, and dictionary.

Indicator 2: Students can apply Standard English conventions in their writing.

General Education Standard:
7.W.2.1. (Application) Students can edit text for verb tense agreement.

Alternate Content Standard:
7.A.W.2.1. (Knowledge) Students can identify verb tense agreement in isolated sentences.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Correct verb tense agreement in a sentence.	• Identify and change incorrect verb. • Highlight incorrect verbs in a peer's paper.
Applying: Identify verb tense agreement in isolated sentences.	• Identify correct verb from two choices. • Change sentence from present to past.
Developing: Recognize present, past, and future tense.	• Match verbs to terms "past, present, future". • List verbs under correct column.
Introducing: Attend/respond to text listening for verb tense agreement.	• Indicate incorrect verb tense.

General Education Standard:
7.W.2.2. (Application) Students can identify and incorporate adjectives in the writing process.

Alternate Content Standard:
7.A.W.2.2. (Application) Students can compose a sentence using at least one adjective.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compose two to three sentences using multiple adjectives.	• Compose about your pet or your brother.
Applying: Compose a sentence using at least one adjective.	• Insert an adjective: The ___ school bus stopped at the light. • Create a list of adjectives to describe your teacher.
Developing: Identify adjectives in isolated sentences.	• Highlight adjective. • Choose an adjective from two given words. (run, black)
Introducing: Attend/respond to a sentence using at least one adjective.	• Indicate an adjective.

WRITING GRADE 8

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate the following knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

Indicator 1: Students can apply the writing process to compose text.

General Education Standard: **8.W.1.1. (Synthesis) Students can compose narrative, descriptive, expository, and persuasive text of five paragraphs.** **Alternate Content Standard:** **8.A.W.1.1. (Application) Students can compose narrative, descriptive, expository, and persuasive text.**

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compose narrative, descriptive, expository, and persuasive text of two to three sentences.	• Storyboard, collage, computer-generated pictures, magnetic board, sequence cards.
Applying: Compose narrative, descriptive, expository, and persuasive text.	• Compose at least one sentence of each kind of text.
Developing: Recognize narrative, descriptive, expository, and persuasive text.	• Match a label to a specific text. **Example:** Present information about narrative text, label to match narrative.
Introducing: Attend/respond to narrative, descriptive, expository, and persuasive text.	• Use assistive technology to access the label for text and an example of text.

General Education Standard:	
8.W.1.2. (Evaluation) Students can revise writing for ideas and content.	
Alternate Content Standard:	
8.A.W.1.2. (Application) Students can compose for ideas and content.	

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Expand writing for ideas and content.	• Compose a topic sentence and expand with supporting sentences.
Applying: Compose for ideas and content.	• Compose a topic idea. • List supporting details. • Highlight a topic idea from text.
Developing: Practice writing for ideas and content.	• List topic ideas. • List supporting ideas. • Match topic and supporting ideas.
Introducing: Attend/respond to writing, listening for ideas and content.	• Use assistive technology to indicate the main idea of text.

General Education Standard:	
8.W.1.3. (Synthesis) Students can compose text using information from multiple sources to support a topic.	
Alternate Content Standard:	
8.A.W.1.3. (Application) Students can compose text using information from at least two sources to support a topic.	

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compose text using information from at least three sources to support a topic.	• Use information from a magazine, an interview, and an Internet website to acquire information to include in original text to support a topic.
Applying: Compose text using information from at least two sources to support a topic.	• Use a newspaper article and an Internet website to acquire information on one topic. Use the information in composing sentences.
Developing: Compose text using information from at least one source to support a topic.	• Use an Internet website to get information on a specific topic. • Compose a sentence using that information. • Other possible sources: encyclopedia, Internet, dictionary, atlas, magazine, newspaper, etc.
Introducing: Attend/respond to text using information from at least two sources to support a topic.	• Use assistive technology to explore dictionaries, encyclopedia, Internet sources on a specific topic.

Indicator 2: Students can apply Standard English conventions in their writing.

General Education Standard:
8.W.2.1. (Application) Students can edit text for run-on sentences and fragments.
Alternate Content Standard:
8.A.W.2.1. (Knowledge) Students can recognize run-on sentences and fragments in a paragraph.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Correct run-on sentences and fragments in a paragraph.	• Make a run-on sentence into two sentences. • Add missing parts to a fragment. • Underline fragments or run-ons in a newspaper article.
Applying: Recognize run-on sentences and fragments in a paragraph.	• Use grammar check on computer. • Highlight fragments or run-ons in a peer's paper with assistance.
Developing: Identify run-on sentences and fragments in isolation.	• Highlight a run-on with assistance. • Highlight a fragment with assistance. • Point to or label a fragment or run-on.
Introducing: Attend/respond to run-on sentences and fragments.	• Indicate when noting a run-on or a fragment.

General Education Standard:
8.W.2.2. (Application) Students can identify and incorporate adverbs in the writing process.
Alternate Content Standard:
8.A.W.2.2. (Application) Students can compose a sentence using at least one adverb.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compose a paragraph using multiple adverbs.	• Tell about a day at school. • Tell about your favorite summer activity.
Applying: Compose a sentence using at least one adverb.	• Compose how they complete a task. • Explain how to bother your little sister or brother.
Developing: Identify adverbs in isolated sentences.	• Highlight or underline adverbs in a sentence.
Introducing: Attend/respond to a sentence using at least one adverb.	• Indicate an adverb.

WRITING GRADE 9

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate the following knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

Indicator 1: Students can apply the writing process to compose text.

General Education Standard:
9.W.1.1. (Synthesis) Students can compose a thesis statement for an expository or persuasive document.

Alternate Content Standard:
9.A.W.1.1. (Application) Students can compose a topic statement for an expository or persuasive document.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Revise a topic statement for an expository or persuasive document.	• Compose a topic sentence to fit an already-written paragraph.
Applying: Compose a topic statement for an expository or persuasive document.	• Choose the best fit from three topic sentences for an already-written paragraph.
Developing: Recognize a topic statement for an expository or persuasive document.	• Highlight the topic sentence. • Point to the topic sentence. • State the topic sentence.
Introducing: Attend/respond to a topic statement for an expository or persuasive document.	• Use assistive technology to explore an expository or persuasive document.

General Education Standard:
9.W.1.2. (Evaluation) Students can revise a document for sentence fluency.

Alternate Content Standard:
9.A.W.1.2. (Application) Students can revise sentences for fluency.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Edit a paragraph for sentence fluency.	• Highlight sentences that need a different beginning. • Indicate a group of sentences could be combined. • Indicate a sentence that should be made into two different sentences.
Applying: Revise sentences for fluency.	• Make their own sentences shorter or longer. • Change repetitive sentence beginnings.
Developing: Identify fluent sentences.	• Make a choice as to whether to make a sentence shorter or longer. • Make a choice to change the beginning word of a sentence.
Introducing: Attend/respond to fluency.	• Attend/respond to which sentence sounds better. • Attend/respond to the better fix for a sentence.

General Education Standard:
9.W.1.3. (Synthesis) Students can compose an informational document using primary and secondary sources that are listed on a reference page.

Alternate Content Standard:
9.A.W.1.3. (Synthesis) Students can compose informational text using at least two sources that are listed on a reference page.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compose an informational document using at least three sources that are listed on a reference page.	• Provide a list of sources so the student can use that information to extract material to use in text.
Applying: Compose informational text using at least two sources that are listed on a reference page.	• Provide a list of sources so the student can use that information to extract material to use in text.
Developing: Compose a sentence using one source that is listed on a reference page.	• Provide a list of material taken from a source and have the student include that information in a sentence.
Introducing: Attend/respond to an informational document using at least two sources that are listed on a reference page.	• Using assistive technology, indicate a reference to a source within text.

Indicator 2: Students can apply Standard English conventions in their writing.

General Education Standard: 9.W.2.1. (Application) Students can revise text for the correct use of phrases. **Alternate Content Standard:** 9.A.W.2.1. (Application) Students can compose a prepositional phrase.	

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compose a sentence with a prepositional phrase.	• Compose a sentence using a prepositional phrase. • Tell where you hide your secrets.
Applying: Compose a prepositional phrase.	• Compose a list of prepositional phrases from a model having to do with chair: around the chair, under the chair, on the chair. • Finish the sentence with a prepositional phrase: The man sat _____.
Developing: Recognize a prepositional phrase.	• Highlight prepositional phrases in own writing. • Underline prepositional phrases in a short newspaper article.
Introducing: Attend/respond to a prepositional phrase.	• Attend/respond to a prepositional phrase.

General Education Standard: 9.W.2.2. (Application) Students can identify and incorporate prepositional phrases in the writing process. **Alternate Content Standard:** 9.A.W.2.2. INCORPORATED

WRITING GRADE 10

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate the following knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

Indicator 1: Students can apply the writing process to compose text.

General Education Standard:
10.W.1.1. (Synthesis) Students can compose text using problem/solution and cause/effect organizational patterns.

Alternate Content Standard:
10.A.W.1.1. (Application) Students can compose at least two sentences using problem/solution or cause/effect organizational patterns.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compose text using problem/solution or cause/effect organizational patterns of at least two paragraphs.	• Brainstorm and outline to support text. • Web • Model samples of cause/effect or problem/solution.
Applying: Compose at least two sentences using problem/solution or cause/effect organizational patterns.	• Brainstorm • Outline • Web • Model samples of cause/effect or problem/solution.
Developing: Recognize text using problem/solution or cause/effect organizational patterns.	• Have student indicate organizational pattern from two choices. • Discuss organization structure of cause/effect or problem/solution.

Introducing: Attend/respond to text using problem/solution or cause/effect organizational patterns.	• Using assistive technology student will indicate when solution or effect is given. • Respond to cause/effect or problem/solution.

General Education Standard:
10.W.1.2. (Evaluation) Students can revise a document for voice.

Alternate Content Standard:
10.A.W.1.2. (Application) Students can use consistent voice in writing.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Choose voice in writing.	• Compose the same story for two very different people/situations. • Compose the same story in two different emotions. • Trade papers with a peer to check for voice.
Applying: Use consistent voice in writing.	• Read their text aloud to hear if the voice sounds like them. • Compose a note to both peer and teacher using the same prompt. • Trade papers with a peer to learn how the voice sounds to someone else.
Developing: Recognize voice in writing.	• Students can match formal and informal voice. • List situations for formal and informal voice.
Introducing: Attend/respond to voice in writing.	• Using assistive technology, students indicate when voice is evident.

General Education Standard:
10.W.1.3. (Synthesis) Students can compose a research document that cites sources to support a thesis.

Alternate Content Standard:
10.A.W.1.3. (Application) Students can compose at least one paragraph that cites at least two sources.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compose a research document that cites two or more sources.	• Compose about a perfect vacation place using at least two sources. • Compose about their dream car.

	• Compose about things they'll need to rent and to live in an apartment.
Applying: Compose at least one paragraph that cites at least two sources.	• Compose about a person of accomplishment and collect information from at least two sources.
Developing: With a model, compose at least one paragraph that cites at least one source.	• Tell how much salary they can make at a certain job. • Tell how much education they need for a job tell how much car insurance costs.
Introducing: Attend/respond to at least one paragraph that cites two sources.	• Using assistive technology, students will respond when they recognize a cited source.

Indicator 2: Students can apply Standard English conventions in their writing.

General Education Standard: **10.W.2.1. (Application) Students can edit text for the correct use of active and passive voice.** **Alternate Content Standard:** **10.A.W.2.1. (Knowledge) Students can identify active voice.**	
Alternate Content Standards Grade Level Achievement Descriptors	**Target Skills**
Advancing: Compose a sentence using active voice.	• Compose a sentence in which the subject performs an action.
Applying: Identify active voice.	• Highlight active voice in a sentence.
Developing: Recognize active voice.	• Point to an example of active voice.
Introducing: Attend/respond to active voice.	• Indicate when the subject performs an action. (John hit the ball.)

General Education Standard: **10.W.2.2. (Evaluation) Students can edit text for the correct use of pronouns and pronoun case.** **Alternate Content Standard:** **10.A.W.2. 2. (Knowledge) Students can identify correct pronoun usage.**	
Alternate Content Standards Grade Level Achievement Descriptors	**Target Skills**
Advancing: Compose a sentence using pronouns.	• Compose about a favorite activity done with a friend.

Applying: Identify correct pronoun usage.	• Categorize a list of first, second, and third pronouns. • First (I, we) • Second (you) • Third (he, she, they)
Developing: Recognize correct pronoun usage.	• Make a list of pronouns.
Introducing: Attend/respond to pronouns.	• Respond to pronoun activities.

General Education Standard:
10.W.2.3. (Evaluation) Students can edit text for the correct use of quotation marks and italics for quoted material, titles, emphasized words, and dialogue.

Alternate Content Standard:
10. A.W.2.3. (Application) Students can use quotation marks in dialogue.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compose a sentence using quotation marks in dialogue.	• Place quotation marks around words that are spoken in student-generated text.
Applying: Use quotation marks in dialogue.	• Insert quotation marks in a teacher-generated sample.
Developing: Recognize the correct use of quotation marks in dialogue.	• Highlight quotation marks.
Introducing: Attend/respond to the correct use of quotation marks in dialogue.	• Respond to quotation mark activities.

General Education Standard:
10.W.2.4. (Application) Students can identify and incorporate conjunctions in the writing process.

Alternate Content Standard:
10.A.W.2.4. (Application) Students can use conjunctions in the writing process.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compose a sentence using conjunctions in the writing process.	• Compose about their two best friends using conjunctions.
Applying: Use conjunctions in the writing process.	• Make a list of conjunctions. • Add conjunctions in compound sentences.

Developing: Recognize conjunctions in the writing process.	• Highlight conjunctions in a text. (and, but, or, nor, for, so, yet)
	• Circle conjunctions in compound sentences.
Introducing: Attend/respond to conjunctions in the writing process.	• Respond to conjunction activities.

WRITING GRADE 11

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate the following knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

Indicator 1: Students can apply the writing process to compose text

General Education Standard:
11.W.1.1. (Synthesis) Students can compose text using comparison/contrast organizational patterns.

Alternate Content Standard:
11.A.W.1.1. (Application) Students can compose text of at least one paragraph using comparison or contrast.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compose text of at least two paragraphs using comparison or contrast.	• Compare two authors—Dickinson and Frost. • Contrast the main characters in two short stories.
Applying: Compose text of at least one paragraph using comparison or contrast.	• Show how school is like college. • Show how two teachers are different. • Show how school is like a job.
Developing: Compose a sentence using comparison or contrast.	• Match ideas for a comparison sentence. • Match ideas for a contrast sentence. • Compare two TV shows. • Contrast two friends.
Introducing: Attend/respond to text using comparison or contrast.	• Using assistive technology, student can indicate when comparison or contrast is used in text.

General Education Standard: 11.W.1.2. (Synthesis) Students can compose a document analyzing how a work of literature mirrors the themes and issues of its historical period. Alternate Content Standard: 11.A.W.1.2. (Application) Students can compose a paragraph explaining how a work of literature shows the issues of its historical period.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compose a paragraph explaining how a work of literature shows the issues of its historical period.	• Show how the Depression is evident in *Of Mice and Men*. • Show how the Revolutionary War affected families in *Johnny Tremain.*
Applying: Compose at least one paragraph explaining a work of historical literature.	• Civil war poetry. • *Night* • *Diary of Anne Frank*
Developing: Compose a sentence explaining how a work of literature shows the issues of its historical period.	• Include the issue and time period in a simple sentence. • Name the clues that show the piece is from another time period.
Introducing: Attend/respond to an explanation of how a work of literature shows the issues of its historical period.	• Using assistive technology, indicate when the work isn't modern.

Indicator 2: Students can apply Standard English conventions in their writing.

General Education Standard: 11. W.2.1. (Evaluation) Students can edit text for the correct use of independent and subordinate clauses. Alternate Content Standard: 11.A.W.2.1. (Knowledge) Students can generate a clause.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compose a sentence using a clause.	**Example:** When going to the store, Jody met a friend. (clause – When going to the store)
Applying: Identify a clause.	**Examples:** When going to the store,
Developing: Match a clause.	• Match clauses.
Introducing: Attend/respond to a clause.	• Attend/respond to teacher presentation on clauses.

General Education Standard:
11.W.2.2. (Evaluation) Students can edit for correct use of verbals and verbal phrases.
Alternate Content Standard:
11.A.W.2.2. (Knowledge) Students can identify a verbal phrase.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compose a sentence using a verbal phrase.	**Examples:** Running to the park, Jenny saw a stray cat.
Applying: Identify a verbal phrase.	**Examples:** Running to the park, Walking along the beach, riding the bus to school
Developing: Match a verbal phrase.	• **Match:** Running to the park to running to the park.
Introducing: Respond/attend to a verbal phrase.	• Attend/respond to teacher presentation on verbal phrases.

General Education Standard:
11.W.2.3. (Evaluation) Students can edit for correct use of semicolons and colons.
Alternate Content Standard:
11.A.W.2.3. (Application) Students can compose a sentence using a colon for either time or a list.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compose a sentence using a colon for a list.	**Example:** These are colors of leaves: green, yellow, red, gold, brown.
Applying: Compose a sentence using a colon for time or a list.	**Example:** Bed time is at 9:00PM.
Developing: Point to the correct use of a colon.	• Point to colon in a sentence. **Example:** Bed time is at 9:00PM.
Introducing: Attend/respond to the correct use of colons.	• Attend/respond to teacher presentation on colons.

General Education Standard:
11.W.2.4 Students can edit for correct use of parentheses, dashes, hyphens, and ellipses.

Alternate Content Standard:
11.A.W.2.4. NOT APPLICABLE

WRITING GRADE 12

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate the following knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

Indicator 1: Students can apply the writing process to compose text.

General Education Standard:
12.W.1.1. (Synthesis) Students can generate correspondence for workplace or academic settings.
Alternate Content Standard:
12.A.W.1.1. (Application) Students can compose correspondence.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compose correspondence to increase independent living skills.	• Compose letter of complaint, cover letter, letter of request, letter of inquiry about an apartment.
Applying: Compose correspondence.	• Compose a simple letter to potential employer, thank-you letter.
Developing: Recognize correspondence.	• Label letters, job applications, résumés.
Introducing: Attend/respond to correspondence.	• Using assistive technology, students can indicate the difference between a letter and an application.

General Education Standard:
12.W.1.2. (Synthesis) Students can compose a research document which will defend a position or recommend a plan of action.

Alternate Content Standard:
12.A.W.1.2. (Synthesis) Students can compose at least one paragraph which will defend a position.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compose at least two paragraphs which will defend a position.	• Convince parents to extend a privilege, get their license.
Applying: Compose at least one paragraph which will defend a position.	• Letter to the editor, letter to the principal to change something at school.
Developing: Recognize text which will defend a position.	• Letter to the editor, opinion pieces in a newspaper or magazine, political cartoon.
Introducing: Attend/respond to text which will defend a position.	• Using assistive technology, indicate which text defends a position.

General Education Standard:
12.W.1.3. (Evaluation) Students can revise document for ideas, organization, diction, fluency, voice, and presentation.

Alternate Content Standard:
12.A.W.1.3. (Synthesis) Students can rearrange a document for ideas and organization.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Edit a document for ideas, organization, and presentation.	• Rearrange ideas for more effective order. • Revise spelling. • Use margins.
Applying: Rearrange a document for ideas and organization.	• Arrange written sentences in most effective order. • Highlight main idea.
Developing: Rearrange a document for ideas and organization with assistance.	• Use a sequence board to note organization of a text. • State main idea.
Introducing: Attend/respond to a document, listening for ideas or organization.	• Using assistive technology, indicate main idea.

Indicator 2: Students can apply Standard English conventions in their writing.

General Education Standard: **12.W.2.1. (Evaluation) Students can edit a document for all conventions.** **Alternate Content Standard:** **12.A.W.2.1. (Application) Students can edit a sentence for end punctuation and capital letters.**	

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Edit a paragraph for end punctuation and capital letters.	• Capitalize and punctuate paragraph. **Example:** sharks live in the pacific ocean they also live in the atlantic ocean and indian ocean sharks eat fish.
Applying: Edit a sentence for end punctuation and capital letters.	• Capitalize and punctuate a sentence. **Example:** sharks live in the pacific ocean (Student would capitalize the S, P, & O and put a period at the end.)
Developing: Match punctuation and capital letters in a sentence.	• Using the file folder system student capitalize and punctuate sentences by matching.
Introducing: Attend/respond to a document for end punctuation and capital letters.	• Attend/respond to teacher presentation on punctuation and capitalization.